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ABSTRACT

Educators should know the components of the school situation before they enter the profession. To establish a work setting conducive to professional development, the educator must work within the community, the school district organization, the school itself, the teaching program, and professional development activities. These components should form an interrelated network that enhances and motivates all participants in the educational process. School-based programs can use community or local industry resources, emphasizing the integral part played by the school in the community. Those responsible for providing a range of preservice experiences for prospective teachers should help them become aware of the school climate and how to adjust to it. Through field experiences, student teaching experiences, and supportive counseling in the beginning years, the adjustment to the teaching profession can be effectively monitored. The school climate must be a continual factor in stimulating professional growth if teacher burnout is to be avoided. Such methods as rotating assignments, sharing office space, annual goal-setting, constructive evaluation, and a responsible reward structure can be used to increase and continue professional development. (FG)

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CREATING CONDITIONS FOR PROFESSIONAL PRACTICE IN EDUCATION

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INTRODUCTION

Too many talented educators are leaving teaching for alternate careers. Often, those that are leaving are doing so because the setting which they were attempting to adapt to was not designed to assimilate new professionals. Too few new people are selecting education as a profession. Gloomy employment forecasts, marginal pay and low esteem contribute, even though the problem of shortages in some areas has never been solved.

The pressures are fierce. There is a need for reaffirmation of a broad national commitment to the importance of quality education for our young. Classroom teachers are being forced to individually make decisions on matters for which they are not adequately trained. What are the major structural components a new educator must come to terms with? What settings can be established which will be conducive to the professional development of new educators? During the course of their career, teachers proceed through several levels of school experience. At each level of experience, what are the settings which can promote the professional development of educators? These are the questions this paper will address.

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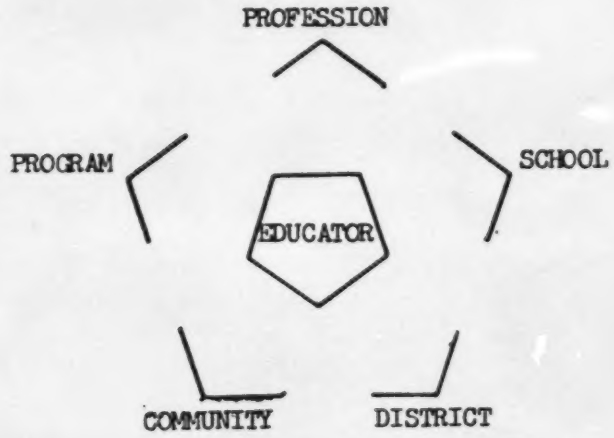
STRUCTURAL COMPONENTS

The following is a description of structural components that every educator ought to be aware of, followed by how they might come in to play to establish settings conducive to professional development. Each educator's decision regarding the amount of real consideration given to each structural component should be a conscious decision. It should be noted that the opportunity to work with these components varies between individuals. It may also differ for the same individual, in part, due to the timing in relation to his/her professional development. This is not an exhaustive description of the structural components, nor are the components mutually exclusive. However, the organization lends itself to identification of settings for professional development.



Community

The community will play a vital and necessary role in the future of education, well beyond the typical roles assumed today. There are the beginnings of a broad recognition of the mutually dependent roles shared by business and industry and public education.

Consider that those most qualified to teach and train the young people in our society are being drawn away from education by more attractive options in business and industry. And consider that education is not now being promoted as an attractive career option to talented young people making career decisions. A void, which has never been filled, is widening. The number of appropriately trained personnel that can assist young people through the maze of education will be far short of the need for a long time to come. Other nations are recognizing this and have made national commitments to meet their concerns, especially in the areas involving advanced technologies.

To remain competitive in the world community, business and industry must adapt the new technologies that provide new products and improve productivity. Technology that will double its capability every 14 months, until at least 1990, is opening new and unanticipated horizons. Adapting to the new technologies will require people to develop new and continuous learning patterns. People will spend much more time learning by using the technologies (video disc, computers, world-wide communication networks) and learning about the technologies.

It is because of business and industry's need to remain competitive and their need for new employees with appropriate backgrounds that they are willing to form new, expanded alliances with education. With the shrinking of resources available to schools, there will be a reciprocating response by education to participate in these new alliances with business and industry.

The evolving change in this structural component should have considerable impact on the training experiences of people becoming involved with education as a career, as well as those already involved. One must acknowledge the role business and industry can play in the direction of educational programs. This is not to suggest that we blindly follow business and industry and ignore what we have learned about how people learn. But, we should not retreat into the comfortable past practices hoping this "Third Wave" will go away. The information explosion is making it more and more difficult for educators to keep abreast of the knowledge they are expected to impart. It is going to require an even greater commitment on the educator's part to gain and maintain an adequate background. A cooperative effort at many levels between public education and the private sector can alleviate many of the shortcomings we are currently experiencing.

If we are to survive as a world leader, we must adapt to changes that are taking place much more rapidly than they can be easily assimilated by the educational process. Business and industry can provide leadership in long-range planning, which will minimize unanticipated

outcomes. This leadership should include development of appropriate training experiences for educators. Opportunities to provide experiences for educators which include the private sector are abundant. They can range from the traditional field trip/guest speaker activities, to advisory committees with a specific focus to full-fledged partnerships between corporations and schools, between professional organizations and schools, and between organizations such as the Association of Commerce and school districts.

Other community-based components which can greatly enhance the effectiveness of training experiences are community agencies, volunteer programs and extracurricular activities. For example, a secondary benefit of student academic competition is student-focused professional development subtly taking place for those directly involved in planning and working with the students in these activities. Coaching sports and advising clubs also can contribute to an individual's professional development. These activities also serve to improve communication within a school. Participants working in these settings are most often reaching beyond their own classroom, broadening contacts with staff and students. The same can be said for theater productions, academic competitions, such as debate and mathematics contests, and school publications.

One non-typical community-based component, which is having some very effective results, is the formation of a coalition of clergy within a school neighborhood. Their regular presence in the school has

had a stabilizing influence on students. It has broadened their contact with their congregation's families, although that does not serve as a direct focus for any of their activities in the school. Staff view the clergy as a non-threatening sounding board for ideas and concerns.

Because Seventy percent of future tax payers will have ~~having~~ no direct ties to schools, the community image of programs, schools and education will have increasing importance. The media typically does not promote the positive aspects of schools and educational programs to the community. Participation of professionals in activities involving business and industry, community agencies, extracurricular programs and community participation programs will serve to encourage community support for education.

District

When viewing the school district as a whole, it is most helpful to understand the management structure, support services and general policies and procedures. Also, there are often district thrusts receiving emphasis. Frequently, the frustrations experienced by educators do not stem directly from problems within the classroom. Instead, they are related to reacting to district needs or attempts to obtain response from the district. The frustration levels can often be reduced if one is cognizant of the district's organization. This is not intended to suggest that everyone ought to follow standard procedure, but it is important for individuals to know when they are not.

Reduced frustration levels are not the only reason for tuning in on district organization. Educators will often find the district more responsive to their need if their activities accommodate district thrusts. Similarly, teaching training programs can capitalize on district emphasis by structuring compatible training experiences.

School

The school can present a well-defined structure that will contribute to professional development. That does not mean, necessarily, a highly structured environment. A commitment on the part of a school to support staff development at all levels provides an excellent focus that has long-range benefits for staff, students and the school program.

The commitment, to be of value to the school, cannot be a token one. Staff development should be given consideration when planning staff assignments. For example, field experience students, in their first contact with the school environment as a potential professional educator, should not be assigned to work in situations where the professional communications would dwell almost exclusively on the negative aspects of education.

Schools should, by design, provide direct support experiences which assist prospective professionals through their second year of the job. Included in that support network are seasoned professionals that

understand and can work with the school and district structures. The support network should be viewed as a positive and necessary feature by school staff and administration. New staff members must have a feeling of belonging...their ideas are heard, concerns acknowledged and contributions reinforced.

Program

Another major structural component contributing to the settings which promote professional development is represented by the term "program." Program is used, in this case, to represent something providing focus for educational concepts or practices. It may be a grade level, an academic department or an educational philosophy being implemented, such as IGE.

This is the level of the structure having the most direct influence and impact on developing professionals. A program provides the identity for a professional. Rarely, when asked what they teach, do people respond, "students." They teach "math" or "3rd grade" or "exceptional education." It is this sense of identity and belonging that can be capitalized upon, by building into that identity professional development experiences and responsibilities.

A program which serves as a host site for teacher training has the responsibility to provide enthusiastic and capable role models. The time and effort for the necessary commitment by these program personnel is substantial. It would, in the short run, be far easier

to not get involved. However, the teacher training program can provide a focus for increasing the cohesiveness of the host site program. It can also provide extensive resources of a supportive nature (e.g., an organized tutorial program), which contribute to program effectiveness.

The necessary professional communication which takes place on a regular basis, in a program hosting a teacher training center, is extremely healthy and helpful.

Profession

Recognition of four areas which focus on the development of teachers as professionals is needed. One is the role assumed by colleges and universities in the pre-service preparation of teachers. Their responsibility is of paramount importance in teacher preparation. Typically, they serve as the agent in the certification process. The approved programs they offer should be designed to include as much time as possible for work-site experiences by prospective teachers. University personnel's contribution to the prospective teacher and host-site is greatly enhanced by their regular participation at host-sites. On-site assistance with coordination of placement, review of progress and evaluation are beginnings which establish a dialog with experienced teachers. This dialog can contribute to the challenge of keeping educators current.

This brings us into a second area contributing to professional development...inservice experiences for practicing professionals. A most popular option with teachers is the "off-campus" inservice where

they can earn college credit for participating in programs in their district, or even their own school. The very nature of the course being in a district building, encourages a focus which has more direct application for its participants. In this instance, district policies at least should not prohibit use of school facilities for such activities.

Beyond that, district policies and practices can encourage professional development. Perhaps, the district can underwrite the expense, or a portion of it, for the off-campus college course work. Frequently, districts offer inservice programs designed to meet their internal needs. Arrangements which encourage staff participation are generally in place. Expanding beyond these areas to include participation of the private sector in staff development has the potential for becoming a component of at least equal importance to other in-service activity.

The third category which provides a major component for inservice support is professional organizations. Generally, but not exclusively, organized around content areas such as reading, mathematics and business education, these organizations provide local, regional, national and international support to professionals. The communication which takes place among educators in these settings is especially valuable. Individuals participate due to personal interest. Communication is not encumbered by individual school or district concerns. The focus is maintained at furthering the effectiveness of educators.

The final category is the bargaining unit. This necessary component of the profession provides some limited service toward professional development of educators. But their primary function has become dealing with wages, hours and working conditions for teachers. There simply are not sufficient resources, in most cases, for the bargaining units to assume the dominant role in staff inservice. Like the school district, however, their policies and practices at least should not provide barriers to professional development.

Structural Components — Bringing Them Together

There is a tremendous amount of interplay and interdependence among these components. A conscious effort to promote communication among these components should be a part of the activities of everyone associated with the educational process. Formal communication routes among these components are available and necessary. Major decisions on policy and procedures are correctly made via the formal process. However, these routes should not be so formal that they inhibit the even more necessary informal ties. Successful day to day operating decisions rely on available informal communication routes.

The authors are directly involved with Washington High School in Milwaukee. The successes of this school's programs are highly dependent upon the inter-relatedness of these structural components. An atypical feature receiving primary emphasis in the school is involvement of the private sector at many levels. The bulk of the private

sector's participation has been targeted on supporting staff development. The Computer Data Processing Career Specialty Program is a major feature of Washington High. This program relies upon a Technical Advisory Committee of business and education leaders from the Milwaukee area to establish directions consistent with the long-range needs of the community.

Staff development has included teachers being released for extended training in business and irdustry. Staff members have also been hired by the private sector during vacation periods. The primary goal of this employment has not been to provide a job for the teacher, but to provide real-world experiences which will support the school's instructional program. Courses for college credit are offered regularly at Washington High School for teachers, as are many district inservice courses. This school is a host site for pre-service training of teachers.

A formal partnership between Washington High School and two major corporations in the area provides further opportunities to tune staff in on expectations that business will have for our students. These partnerships are directed toward establishing school programs that keep staff current and students working in a forward-looking setting. The partnership is not viewed as a source of revenue by the program managers, although commitment to projects and activities for staff and students ultimately does involve some form of a financial commitment by these corporations. These programs would not be possible if district

policies, procedures and thrusts were not in place to accommodate their development. For example, Milwaukee has a program called High Schools Unlimited, which, on a district-wide basis, supports programs like Washington's Computer Data Processing Career Specialty Program. The school district has also formalized an alliance with the Metropolitan Milwaukee Association of Commerce. The resulting Adopt-A-School program provides the structural support for pairing Milwaukee corporations with Milwaukee high schools. Washington High, for example, is paired with A.O. Smith Corporation, a large manufacturing business, and with Northwestern Mutual Life Insurance Company, a large insurance institution.

The neighborhood of Washington High depends upon the school as a stabilizing influence in their community. If Washington High School does not continue to offer a high quality educational program, people will move elsewhere, in search of a school to better meet their needs. As a result, the community will suffer serious deterioration. Similarly, the city views a quality public education program as a vital component to its overall health.

Again, effective communication among all the major structural components — community, district, school, program, profession -- is critical for creating conditions which promote professional practice.

LEVELS OF SCHOOL EXPERIENCE

From the time an individual enters a teacher education program, that individual starts through several levels of direct involvement with the school as an institution. The authors view the following levels as functional in observing the professional growth of a teacher: Introductory Experiences, Methods Experiences, Student Teaching, The First Year and Succeeding Years. At each level, the institutional expectations, as well as the individual's needs change. This section will focus on settings which can actively promote professional growth at each level.

An Overview

Typically, the teacher education program focuses on subject matter and its related curriculum, the psychology of learning and development, and instructional strategies. While the entering teacher must be knowledgeable in these areas, the teacher also needs an awareness of and coping skills for dealing with the teaching setting. The new teacher will be better able to survive in a setting when the expectations are known and procedures for dealing with problems are understood. To accomplish this latter task, the groups responsible for teacher education must expand beyond the university. The prospective teacher should observe, participate and question based on experiences with teachers, students, administrators, parents and others.

Often, the student teaching assignment is considered as the place for all practical pre-service experiences. Even where other school visitations are included, these assignments are often restricted to observation, use school personnel who have inadequate preparation or time to work with the pre-service students, or show a negative school climate without opportunity to put it in perspective.

Beyond student teaching, little constructive support is provided to the new teacher in adjusting and coping with the school as an institution. This de facto assumption that successful performance in student teaching adequately completes the development of a teacher is narrow and unsatisfactory.

Over the last decade, school board-teacher union negotiations have frequently minimized incentives for continued, systematic professional improvement. A stress on seniority and a decrease in emphasis on inservice have decreased the attractiveness of planned individual improvement.

The teacher education community must provide a range of planned pre-service experiences for the prospective teacher. In addition to learning the skills of teaching, this individual should be aware of a school's climate and be ready to cope with it. In the past decade, the number of school field experiences has grown dramatically. In many programs, like the one at the University of Wisconsin-Milwaukee, the

prospective teacher participates in the school during a sophomore-level field placement, a field placement tied to methods courses, and the student teaching. Through a variety of assignments, the student can view many aspects of teaching and the school climate.

Beyond the undergraduate teacher education program, the education community must improve its assistance to first year teachers and provide subsequent opportunities and incentives for continued professional growth. Both forms of support are often inadequate in current public education.

Now, let us consider the specific opportunities for helping individuals better understand and cope with the school as an organization.

Introductory Field Experience

An early field experience is often the first opportunity for a prospective teacher to view elementary or secondary education "from the other side of the desk." This introduction should be conducted with specific tasks in mind, and with ample opportunity for students to discuss their observations. A major goal of this experience is self-examination by the prospective teacher.

Through assigned observations, the student can learn about the school as a social institution by observing a variety of human interactions and examining these carefully in a colloquium. For example,

what do students do and talk about in unsupervised situations, at lunch, on the bus? What does a teacher, a counselor or an administrator do all day? How do members of the community view the school? What do they expect from the school?

Under appropriate guidance in a positive school setting, the student can assimilate an understanding of the teacher's roles and responsibilities. The guidance of a colloquium leader and carefully chosen building representatives are necessary to help the student put isolated observations in proper context. For example, the frequent verbal criticism of students and administrators heard in teacher's lounges is often a form of emotional release for teachers. Taken out of context, their comments could be construed as evidence of an all-out war within a school.

The school chosen for this initial experience should have a positive school climate. An ideal setting is not needed, but the college student should be able to see teachers, administrators and support staff making constructive attempts to help students learn. At this early decision point, the student can be turned off to education as a career by an antagonistic school climate. Such a setting merely reinforces many of the negative views of our schools. A negative model serves to drive out many prospective teachers before they realize that they can control the setting to a considerable degree.

Beyond school observations, the student can visit the district office to learn about the various services and individuals that affect a teacher in the classroom (e.g., personnel, pupil services, supplies and equipment, curriculum specialists, business manager, etc.). Knowledge of these support services and procedures for dealing with each can make the perceived frustrations of working within a school system less threatening.

The prospective teacher benefits greatly in watching youngsters interact, in viewing adults function in a school, and in seeing the learning process in an objective way. From these observations and appropriate follow-up discussions, the prospective teacher becomes aware of a teacher's roles and responsibilities which go well beyond standing up and presenting information. "Can I survive in a school?" is an important question in the career selection process.

Methods - Field Experience

The methods level field experience was originally designed to provide an opportunity for students to practice specific teaching techniques. This factor has been overshadowed by the opportunity for a prospective teacher to learn the social interactions within the classroom and to receive individual feedback on instructional acts. In this experience, prospective teachers observe the class setting, perform a range of non-teaching tasks, and teach individuals or small groups. Individuals who typically fail to observe student responses to a teaching act in a crowded classroom easily notice student responses

from a group of three or less. The opportunity to stop and discuss a problem - content or affective - immediately, is a critical learning opportunity for new instructors. In this less rigid activity, the pre-service individual gains an awareness of many non-cognitive aspects of the classroom climate.

Again, the assignment of a teacher and class is important to this experience. The teacher must be supportive of the student's need to experiment with the skills of teaching and in dealing constructively with youngsters. The teacher should be willing to let the college student try teaching strategies other than those used in that class. The regular teacher should not seek to provide definitive evaluations of the student's attempts. Instead, the student should be encouraged to continue with possible modifications. It is necessary to remember that this experience is not the final screening of an entering teacher. Much more learning will take place.

Individual and small group teaching in a lab, resource center or tutoring area are excellent settings for the prospective teacher to learn how to interact effectively with students. In a teaching situation not exceeding three students, the young teacher more rapidly observes student reactions to his actions. Student signals of confusion, inattention and satisfaction are more frequently received in this setting than in a classroom of thirty.

Student Teaching

The student teaching assignment is the focus of the pre-service program. Summative evaluations at this point determine if certification is granted. It is the setting in which the various teaching acts are to be perfected. The major focus is on classroom performance and lesson planning. Further considerations are needed in preparing a teacher for a total school setting.

The student teaching placement should model a positive school climate for teachers. The placement should have the student in a cooperative involvement with several teachers and the staff, in general. The student teacher benefits from teaching assignments with more than one teacher during the total experience. The availability of several role models and the need to respond to students in different classroom settings encourages the new teacher to develop a broad set of ways to behave in the classroom. The student teacher is likely to be less rigid in teaching style at the end of student teaching, than with a single cooperating teacher.

The authors have established centers for student teachers in buildings where teacher cooperation and sharing are evident. The student teacher is given increasing responsibilities within a department or team, as well as in the classroom. The student teacher is expected to participate in joint planning with the cooperating teacher and other teachers with the same teaching assignment. The opportunity to share

materials, strategies, successes and failures is important to make the student teacher feel a part of the school staff.

With the information explosion and the massive amount of resources available for instruction, student teachers should learn to work with their colleagues in planning, instructional strategies, and pupil evaluation. The view of the teacher as a person confined to a classroom all day is out-moded in a time when continued professional growth is critical. The student teacher should participate in centers where teachers share resources, planning areas and time for common preparation. While professional cooperation is valued, the teachers may not have close personal ties beyond the school setting.

In addition to sharing instructional strategies and materials, the student teacher is expected to participate in department or team meetings. Attendance at faculty and teacher association meetings is suggested when feasible. For best results, it is often appropriate to provide a general background prior to the meeting. In this way, the student can quickly begin to put discussions and actions in perspective. This background should be presented in as bias-free a manner as possible. At these meetings, it is important that faculty members accept and respect the views expressed by the student teacher. While a few callous teachers ignore the student, most teachers appreciate the need to support the new professional and realize the opportunity to learn from someone with potentially new insights.

Student teachers often complain that they really have no power in their classroom or follow-up actions. They must be given meaningful responsibilities under broad guidelines. While legal authority must remain with the teacher and faculty, the student teacher can be given responsibility for carrying through on approved actions, such as referrals to counselors or administrators; follow-ups with parents; assistance with a team, club or group; or initiation of a new service During successive semesters at Washington High, the mathematics student teachers were given the responsibility to organize and run a peer tutoring program. This highly successful project gave them a valued place in the school.

The student teacher should participate in using district services where appropriate. Classroom difficulties with a student might initiate conferences with counselors, administrators and parents. The opportunity to work with an M-team is likely in most schools.

The student teaching experience should include the opportunity to interact with students outside of the classroom and to see students as important members of the community. Attendance at an athletic contest, school theater or music production, and an academic contest - like a math meet or debate contest - should be planned. Such involvement helps the prospective teacher know her students as individuals. Often, a mutual respect between teacher and student develops under these conditions, regardless of the student's classroom performance. The prospective teacher should be included in parent conferences and school programs for the parents and community.

Beyond the technical skills of teaching, the student teacher should experience a constructive school climate. While the role model of a cooperating teacher is cited as important, the model provided by the school climate is also critical. The entering professional should learn in a setting where teachers share ideas and support each other on educational concerns. Again, an ideal setting is not needed, but a positive climate is important to future behavior of the new teacher.

In the described setting, the university supervisor has a special role. First, the supervisor must identify a staff that has a positive working relationship and a major cooperating teacher. This teacher, and others in related areas, must be sold on working with a student teacher as a team. The supervisor must work with these teachers to set up the expected experiences in varied class settings and planned activities beyond the classroom. Frequent visits are necessary to observe the student, to coordinate planned activities and to receive feedback from the involved teachers and staff. The authors believe frequent visits reduce the trauma for student teacher and staff generated by one to three visits per semester. The schedule allows time for identifying and acting on areas of concern.

THE FIRST YEAR

Traditionally, systematic teacher preparation efforts stopped with successful completion of student teaching. There was little or no planned transition from a supportive, classroom-focused experience to

self-sufficient survival in a total school environment. For many new teachers, the removal of a positive support system leads to disillusionment and/or failure during the first year of teaching.

Numerous studies of first and second year teachers show a noticeable shift from instructional to custodial behaviors (Willower). Without planned, constructive assistance, many young teachers fail to apply basic learning principles in their classroom in favor of actions that keep the class under control.

The initial difficulties in dealing with classroom management are well-documented and real for most teachers. In their study of British schools, Rutter, et al, (19, p. 140) stated,

> "In all schools, inexperienced teachers were rather unsuccessful in class management...It seems that most people find a lot of difficulty in class management to begin with. However, the extent to which teachers can improve their skills appears to be dependent, in part, on the school they are working in."

This phase of first year teaching must not permanently dominate the teaching style of a new professional.

Teaching is a complex task. Few experienced educators believe that a fully effective teacher can be the product of a four-year college program. Thus, support must be provided for the new teacher. To be effective, a planned set of supports must be developed. The new teacher should receive assistance in learning the formal and informal structures in the school, and related organizations. This goes beyond

handing a faculty handbook to the teacher! The new teacher should have an opportunity to work with experienced teachers on classroom instruction. The new teacher should be involved in curriculum revision.

In many schools, the administrative demands placed on a new teacher seem overwhelming. Forms to complete, paperwork on students, book money to collect, lesson plans to submit are only some of the detail work required. The new teacher would benefit from easy access to a positive, experienced teacher who has procedures for dispatching the paperwork efficiently. Beyond doing this busy work, the new teacher should know which forms must be in at the time stated. The new teacher can also benefit by learning the rationale for some of this non-instructional work. When the purpose is clear, most individuals find it less unnerving to complete.

The new teacher should be assigned a faculty member for support during the first year. This positive, volunteer teacher with parallel assignments can help the new teacher cope with instructional and management strategies. The opportunity to plan units and lessons together is helpful to the new teacher. Not only can effective activities be tried, but the discussion of content placement and importance can provide perspective that few teachers have when they teach a course for the first time. The experienced teacher can provide alternatives and point out areas that need attention.

The experienced teacher should be expected to provide constructive criticism on planning and instruction. The clear purpose of this criticism would be to help the new teacher improve. The experienced teacher should assist the new teacher in perfecting effective teaching techniques without abandoning sound instruction in favor of strict discipline. Formal evaluation for purposes of contract renewal should be done by another individual. To carry out the joint planning, instructional observations, and support activities the experienced teacher should receive some release time or other recognition.

New teachers need the opportunity to raise questions and voice concerns. The experienced teachers and administrators must be careful to show recognition of these questions and concerns. Whether at department, unit, faculty meetings or individually, new teacher concerns must be accepted and responded to. Often these concerns center on school policies and procedures. A common question of great importance to new teachers focuses on how to grade students. The new teacher wants to know what are the typical procedures used in that school. How do teachers weigh academic performance, effort and individual considerations. While a definitive answer or philosophy will not evolve, the new teacher will be able to identify acceptable positions and individuals to engage in further dialogue. Other frequent concerns are classroom management, assignment of homework, parental follow-up and interpretation and rationale of school policies - written and unwritten.

The teaching assignment for a new teacher is a critical factor in school support. The all too common practice of giving a new teacher all the classes or students that senior members of the faculty did not want is disastrous. Not only is the new teacher unprepared for such an assignment, but he will quickly conclude that he is not valued by his colleagues. Administrative care should be taken in providing a balanced load. In a departmentalized setting, one or two motivated classes should accompany sections of difficult groups. In self-contained settings, the number of students requiring special attention could be kept as small as possible.

No matter how good the student teaching experience was, the new teacher faces a real challenge in the first year of teaching. The traditional role of the teacher isolated in a classroom with her students cannot prevail. Planned support and cooperation are important responsibilities of the school system and the profession.

SUCCEEDING YEARS

Most people entering this profession do so with a primary goal of becoming a classroom teacher. For some, this may evolve into other education related career goals. For others, this may lead toward abandoning the profession.

There are warning signs that a teacher is becoming disenchanted with education as a career. When recognized, these warning signs can be dealt with by timely intervention. Attempting to deal with the school district, or school, as a whole, too early and without the right support, may result in an individual's unwillingness to try again. A few bad experiences with a school staff can encourage a teacher to retreat to her classroom as a sanctuary. If classroom survival skills are inadequately developed, the teacher might also retreat to the content areas or scope and sequence, using these as justification for not being able to attend to individual student needs. Parallel to their withdrawal is a decline in their role in the decision making process which controls their environment. Not finding any rewards for performance eventually leads to the individual looking elsewhere for support. An obvious alternative by this time becomes a career outside education. Hence, another individual is lost to the profession...often, due to a lack of timely intervention.

After the first year or two, the classroom teacher must deal with the issue of repeating last year's routine or growing professionally in selected ways. Traditionally, some motivation to grow has come from salary schedule considerations. In the past, states or local districts also required course work periodically, such as six graduate credits every three years. Over the past decade, contract negotiations have forced out the latter requirement in many regions. As the teacher population ages, more teachers reach the top of salary schedules.

What can be done to encourage continued professional growth? With external rewards less effective, the school climate becomes a major factor in stimulating growth. Some factors which figure in are rotating assignments, shared space, setting goals, evaluation and the reward structure.

Rotating Assignments

A major factor contributing to teacher burn-out is the lack of challenge generated by repetitive teaching of the same objectives at the same level. The rotation of teaching assignments is a vehicle for self-renewal. In departmentalized settings, the teaching of different courses can provide variety within the teaching day. In assigning courses, the opportunity for teacher growth and self-renewal are important factors. Too often, seniority, credentials or convenience outweigh the needs of individual faculty members. When some teachers continually teach motivated students, and others teach the slow learners, professional interaction may cease. The authors have seen instances where the senior staff members with high ability classes could not see why other department members were having so many teaching difficulties. In another school, an excellent mathematics teacher felt great excitement for teaching geometry after 19 years of teaching only algebra content.

Shared Space

The permanent assignment of a teacher to a classroom for classes and preparation has mixed results. Room ownership gives some teachers a feeling of security, and it gives them a place to hoard materials and resources. On the negative side, the assignment of a room brings a move toward isolation. Teaching, planning, evaluating and other tasks can be done in isolation.

Offices or work areas for clusters of teachers provides a much more positive atmosphere for professional growth. Departmental offices, team work areas and other shared spaces encourage ongoing professional interaction. The authors have noted increased meaningful discussions when colleagues are accessible in a work area. This structure encourages group collection of instructional materials, course exams, and resources. Teachers are more willing to share their ideas and resources. In characterizing a good school, Postman and Weingartner (p. 37) state,

> "A school is good when teachers forego their role as sole authority figures, view themselves as learners, and try to develop the idea of a learning community..."

Setting Goals

Despite an individual's desire to serve as a professional, the daily routine of teaching often puts one's emphasis on the technical skills of teaching. An effective way to direct professional growth is through a supportive procedures for establishing annual goals. When the school encourages each faculty member to develop a personal statement of goals, the individual receives recognition and feedback for

planning professional growth. The goals may vary: further content study, retraining for new or related fields, improvement of an identified teaching skill, examination of uses of subject matter in business and industry, or self-examination which may include a career change. The discussion and refinement of such a goal and the review of previous goals and accomplishments with another educator can help the individual set valuable personal challenges.

This activity can prove helpful to the teacher. A serious danger is possible if school administrators evaluate actions taken toward these goals as a means for generating negative reviews and dismissals. When approached constructively, the teacher's creation and refinement of a goal will promote continued growth.

Evaluation

After several years in the classroom, a teacher may lose some enthusiasm and commitment to the daily routine of teaching. This typically results in the stagnation of procedures and instructional techniques. The lack of periodic and constructive supervision reinforces a gradual decline in effectiveness. The authors are dismayed by the large proportion of teachers who note that other educators never observe their creative efforts.

When based, in part, on the goals set by a teacher in discussion with an administrator, the supervision can provide important feedback and recognition for the teacher. Postman and Weingartner (p. 36),

agree that

> "A school is good when there are constructive,nonpunitive procedures for the evaluation of teachers and administrators, as well as students. . .When evaluation procedures are set up in a rational, cooperative, nonemergency context, they usually work and contribute to an increase in school spirit and teaching effectiveness.

Beyond the formal supervision, colleagues should be encouraged to come to a class and react to a new technique or presentation. Invitations like, "Why don't you stop in for the first part of the class tomorrow? I'd like your reaction to a new presentation I've developed", should be encouraged so that the presentation can be professionally evaluated. If the colleague has a class or assigned duty at that time, the school could have another teacher cover the class. A small budget item can be designated for professional improvement to reimburse teachers for covering classes.

Reward Structure

In responding to individual needs of teachers over a career, the school must support a variety of alternatives for growth. Since the school does not fully reimburse teachers for most activities, support and recognition are crucial aspects in encouraging professional growth. College courses and advanced degrees are commonly recognized forms of advancement. District in-service programs are an important option. School specialists or knowledgable teachers may provide appropriate training. University

educators may be brought to the district with specially-tailored offerings. Teachers may be encouraged and even supported in participating in activities of professional organizations. Curriculum writing projects for course revision or development are opportunities for growth. The involvement of business and industry in school support with the opportunity for external rewards is a relatively new and unexplored alternative.

CONCLUSION

Few new people are selecting education as a career. Those who do are likely to become discouraged and disatisfied. If they are successful, it is in spite of the systems designed to indoctrinate new professionals. "Third Wave" realities will impose new and greater expectations on educators. Incentives to encourage teachers to adapt are limited. And yet there may be some ways to successfully cope with these problems.

A network of professional support should begin during a prospective educator's sophomore year and provide intensive, coordinated support through the first two years of employment. It would then extend beyond the second year with numerous professional development options available.

Business and industry must have a prominant role in the major structural components, dealing with education and with teacher

training in order to solve the problems we are encountering. In the past, public education and the private sector have typically ignored each other's needs and problems. Models of programs involving broad long-term commitments that bring education and business and industry together are available. Resulting alliances are providing unique solutions to problems. There is, however, room for tremendous increases in this sharing of resources.

Public education is at a turning-point. Appropriate, timely responses to opportunities for adapting to rapidly changing expectations are needed.

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